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ABSTRACT

A study was conducted to review and make recommendations concerning current and potential curricular offerings in Chicano Studies at Rio Hondo College. The need for Chicano Studies is discussed in terms of an assessment of current curricula, the emphasis and direction for Chicano Studies, and assessments of library offerings for Chicano Studies. Eight recommendations were made: (1) that a Chicano Studies Department should be established; (2) that it should be established in two phases--a Chicano Studies Center should be established immediately to coordinate a new Chicano Studies major, and a separate department should be established as soon as possible thereafter; (3) that a Chicano Studies major should consist of an Introduction to Chicano Studies, Contemporary Politics and the Chicano, Introduction to Chicano Culture, Bilingualism and Biculturalism in the Southwest, Chicano Economic Issues, Field Work in Chicano Studies, and Spanish Language in the Southwest; (4) that the center and department should be funded from the regular college budget; (5) that an action program should be developed to insure ample opportunity for the Chicano population for all vacant college positions; (6) that the college should initiate a special study of what happens to Chicano students after enrollment; (7) that faculty inservice training programs be established; and (8) that Chicano scholars should be consulted prior to the acquisition of future library works on Chicanos. (KM)

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CHICANO STUDIES AND RIO HONDO COLLEGE

Presented to
Rio Hondo College Board of Trustees
and
Proyecto Adelante Board of Directors

by
Louis R. Negrete

May 1973

JC 730 121

UNIVERSITY OF CALIF.
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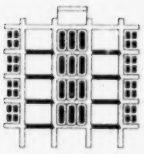

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June 4, 1973

Dr. Frank Pearce
Vice President for Academic Affairs
Rio Hondo College
Whittier, California

Ms. Sylvia Harinck
Director, Proyecto Adelante
Rio Hondo College
Whittier, California

Dear Dr. Pearce and Ms. Harinck:

This report presents the results of my assignment on Chicano Studies at Rio Hondo College. The findings and recommendations should significantly contribute to the development of a more encompassing Chicano Studies program at Rio Hondo College.

The recommendations emphasize pragmatism for immediate implementation. They were developed from extensive interaction with Rio Hondo College faculty, students and community activists. The recommendations are specifically tailored to meet the special needs of Rio Hondo College. This report delineates specific recommendations and presents several suggestions in certain vital areas.

I am appreciative of the warm personal assistance I received from everyone associated with Rio Hondo College and Proyecto Adelante. Thank you for a challenging and rewarding assignment. I look forward to a continued relationship.

Sincerely yours,

Louis R. Negrete

LRN:bs

SUMMARY OF RECOMMENDATIONS

I. The Rio Hondo Community College District Board of Trustees should resolve to establish a Chicano Studies Department at Rio Hondo College with deliberate immediacy.

II. The Chicano Studies Department should be established following a two-phase plan:

A. A Chicano Studies Center should be established immediately to coordinate a new Chicano Studies major utilizing current faculty and convertible current courses where feasible, and new faculty or courses where necessary.

The Center should have its own chairman reporting to the Vice-President for Academic Affairs. A Chicano Studies Center Advisory Committee consisting of faculty, students and community activists should be established to assist in guiding the development of Chicano Studies as an academic discipline.

B. A separate Chicano Studies Department should be established as soon as possible after appropriate experience and evaluation with the Chicano Studies Center.

III. A major in Chicano Studies should be offered consisting of the following courses, or their equivalents: Introduction to Chicano Studies, Contemporary Politics and the Chicano, Introduction to Chicano Culture, Bilingualism and Biculturalism in the Southwest, Chicano Economic Issues, Field Work in Chicano Studies, and Spanish Language in the Southwest.

IV. The Chicano Studies Center and Chicano Studies Department should be funded from the regular college budget and not from special grants for that purpose.

V. An Affirmative Action program should be developed to insure ample opportunity for the significant Chicano population

for all vacant college positions consistent with educational integrity.

VI. Rio Hondo College should initiate a special study of what happens to Chicano students after enrollment, with particular emphasis on grades earned, support services, dropout rate, and follow-through research.

VII. Faculty in-service training programs should be developed to improve college offerings to culturally different Chicano students.

VIII. Chicano scholars should be consulted prior to the acquisition of future library works related to chicanos to insure a better utilization of funds and a more balanced and comprehensive library offering.

INTRODUCTION

The purpose of this study is to review, with recommendations, current and potential curricula offerings related to Chicano Studies at Rio Hondo College. The growing recognition of Chicano Studies as an academic discipline in higher education is particularly significant to Rio Hondo College with a Chicano community as the oldest, largest and fastest-growing minority served by the college. In addition, Rio Hondo College is committed to recognize the unique contributions of minorities to the general American culture and, more specifically, to increase the number of courses offered relating to chicanos.

The timing is right to launch a serious review of Chicano Studies which can benefit from the enthusiasm of current faculty, students and community activists. With proper guidance and implemenation, Rio Hondo College has an opportunity to increase significantly its service to the surrounding community and to begin cultivating a greater potential for increased student enrollment.

The Rio Hondo Community College District Board of Trustees, at its meeting of January 24, 1973, approved the employment of a consultant to assist in the development of a Chicano Studies program. This action was taken upon the recommendation of the Proyecto Adelante Board of Directors. The goal of Proyecto Adelante is to identify and assist disadvantaged students enter and graduate from Rio Hondo College.

Basic values and assumptions made in the preparation of this report include the following:

1. Rio Hondo College should serve the significant Chicano community within the college district in the most effective manner possible.
2. The unique cultural differences of chicanos should be recognized and incorporated into the curricula, faculty, and administration of the college.

3. Students should have available supporting services including financial, counseling and special aid programs.
4. Students should have ample opportunity for involvement in the direction and content of their education.
5. Faculty should have ample opportunity and support to develop innovative educational strategies and programs.

THE NEED FOR CHICANO STUDIES

Chicano Studies is defined as a formal, institutionalized, dynamic study of Chicano culture in all of its diversity and unity,[1] and as the structure for the mass education, cultural awareness, and training of chicanos.[2] Thus Chicano Studies is the organized study of the Chicano experience; past, present and future.

Chicano Studies enhances a deeper appreciation of the culture of over five million United States residents, the largest minority group in California, and of the surrounding population which includes the third largest number of Mexicans in the world. Understanding the minority cultures which compose American life is essential to an understanding of the American majority culture. Chicanos are by definition bicultural, their Mexican roots influenced by the mainstream American culture. An appreciation of the mingling of the two dynamic cultures contributes much to a greater understanding of the American majority culture and of the uniqueness of the Chicano culture. The contiguousness of the Southwest to Mexico reinforces the need to understand Chicanos and their growing demands on higher education.[3]

The importance of knowing one's own cultural heritage has long been recognized as basic to self-identity. A sense of belonging to a group with common identity, common aim, and common fate accompanies good mental health. Chicanos in particular are given a negative self-image associated with poor academic performance by the schools. Researchers have reported that enhancing a Chicano's self-identity will lessen anti-social behavior. Pride in being chicano can be vital in rehabilitating criminals, alcoholics, drug addicts, and depressed alienated persons previously considered hopeless.[4]

For chicanos, a program of Chicano Studies is deeply rooted in a desire for cultural identity and a rejection of

assimilationist educational doctrines. Unfortunately, some people view Chicano identity and cultural pride as a judgmental assult on the majority American culture. This narrow view fosters opposition to Chicano Studies as a separatist movement which would divide America into ethnic enclaves. This restricted view is irrational because it presupposes that a free choice to understand a given culture is based on an evaluation of a different culture. Some chicanos freely choose to study their unique culture irrespective of the quality and virtues of any other culture. Unlike the assimilationist approach which superimposes a given culture over another, sometimes violently, freedom of choice in ethnic and cultural identity is a cornerstone of Chicano Studies. Chicano Studies motivates students to learn about the world while simultaneously experiencing self-discovery.

Anthropologists report that group understanding of its own culture is basic to an understanding of a different culture. The best reason for examining a different culture is to ignite a sense of vitality, awareness, and an interest in life that comes about when students experience the shock of contrast and difference. Simply learning one's own culture is an educational achievement of tremendous proportions for anyone.[5] A concentration in Chicano Studies provides students with opportunities to learn about society and Chicano life and thus obtain assistance in preparing for professional careers in teaching, law, social work, community services, medicine, government services, business and graduate schools.

A growing recognition of Chicano Studies as a serious academic discipline is reflected by the University of California offering of numerous such courses on each of its campuses including a Chicano Studies major at the Riverside and Berkeley campuses. A degree in Chicano Studies is offered by California State University at Fullerton, Hayward, Long Beach, Los Angeles, Northridge, San Diego, San Francisco and Sonoma. The San Jose

campus offers a Masters Degree in Chicano Studies. The Sacramento campus offers a degree in Ethnic Studies with a concentration in Chicano Studies. All the other campuses of the State University and Colleges offer either a minor or concentration in Chicano Studies.

A May 1972 survey reported that 18 Community Colleges offer at least 12 semester units in Chicano Studies[6] which is more than sufficient for transfer credit for a major in Chicano Studies. East Los Angeles College offers 19 courses in Mexican-American Studies. Valley College offers 11 such courses and Los Angeles City College offers 9. Three other Community Colleges are in the process of developing a Chicano Studies program.

The State Department of Education has approximated that chicanos enroll in Community Colleges at a rate substantially below that of any other ethnic group, comprising only 8% of the total student population in the Community Colleges.[7] $1700 a year is estimated as the financial cost for a Community College student living at home.[8] Financial costs can thus be a serious obstacle for students from low-income families desiring to attend a Community College. Surprisingly, 35% of all Rio Hondo students have a family income of less than $5000 annually,[9] indicating a high motivation to pursue a college education for many in spite of a heavy financial burden.

75 full-time Spanish-surname students compared to 414 other full-time students completely withdrew from the college during the first 12 weeks of the 1972 Fall Semester.[10] This figure is misleading and of limited use because it does not reflect the number of unofficial withdrawals by Chicano students who just stopped attending class without officially withdrawing. Proyecto Adelante/EOP staff estimate approximately 50% of

entering first semester Chicano students withdraw from Rio Hondo College,[11] a figure closer to a national report of 80% for all chicanos who enter institutions of higher education in the United States.[12] A reliable State drop-out figure from college for chicanos is unavailable. A random survey of grades earned by 37 full-time Chicano students at Rio Hondo College from 1969 to 1973 indicates an overall grade point average of 2.2 or low C.[13] There is an obvious need for more reliable data on grades earned by chicanos but on the basis of this limited preliminary survey, it appears that chicanos are barely surviving at Rio Hondo College. The limited preliminary data available shows that chicanos get the low grades and high withdrawals.

As of October 1972, there were 1070 full-time students classified as chicano or Spanish-surname compared to 3120 other full-time students attending Rio Hondo College.[14] The predominate ethnic minority, 40%, in the college district is also chicano,[15] residing mostly in Pico Rivera, Los Nietos, Santa Fe Springs, South Whittier, and some parts of Whittier. Low-income families are also concentrated in those general areas.[16] The Chicano student population in the area elementary schools and high schools is significantly increasing [17,18] and will undoubtedly affect future enrollment and plans at Rio Hondo College. The percentage of Pioneer High School Chicano graduates assisted by Expanded Horizons with admission to a Community College has doubled, 8.9% to 16.7%, from 1971 to 1972.[19] Overall, the number of Pioneer High School students assisted in college enrollment by Expanded Horizons has risen from 7 in 1968, 32 in 1969, 55 in 1970, 65 in 1971 and 90 in 1972.[20] At Whittier Union High School even those students trained for immediate employment after high school show a significant rate, 43% to 21%, pursuing post-secondary education.[21] A survey of the college district community in October 1972 ranks educational

needs as the third highest priority after drug abuse and housing.[22] The trend is unmistakeably clear. The high community motivation for higher education will significantly increase demands on Rio Hondo College for responsiveness to a changing student and community population base. The values of the community should be reflected in its educational institutions.

Even those chicanos who consider themselves as Americans first and chicanos last face an uncertain reception in society by others who think of them as Mexicans first and as Americans last, if at all. Experiences of overt and institutionalized racism against chicanos are much too common for educators to overlook in the preparation of their students for competition in society. Rio Hondo College must assist all chicano students, irrespective of their position on an assimilation scale, realize their self-identity and full potential. A series of newspaper articles in the Whittier Daily News concluded that chicanos will continue to face different degrees of discrimination and that area education institutions must give more attention to the educational needs of chicanos. Interestingly, Rio Hondo College is not given serious attention in the series of articles as part of the educational plans for chicanos even though the entire series of 37 articles is devoted exclusively to Chicano-related issues.[23]

Offering Chicano Studies will facilitate the recruitment of new students to Rio Hondo College, as, for example, occurred at Whittier College.[24] Currently enrolled students have proven to be the best recruiters for most colleges. Offering a Chicano Studies major for those who freely choose one provides a sense of identity between the college and the significant Chicano population in its district to which Rio Hondo College should be giving more attention.

Care must be taken to insure that Chicano Studies is not taught from an uninformed perspective risking the loss of Chicano culture as a distinct discipline with its own sensory world, philosophy and history that is separate, sometimes counter, to the majority main-stream culture. Although a separate Chicano Studies curricula does not directly change anti-chicano biases in more traditional courses,[25,26,27,28] at least an alternative philosophical perspective is offered to both Chicano and non-Chicano students. Curriculum strategies for minorities often presume cultural deprivation for all non-white, Anglo-Saxon, Protestant students. Chicano Studies is not developed from this perspective.

The need for Chicano Studies at Rio Hondo College is based on the necessity to serve all the community effectively, including chicanos, and to provide the proper atmosphere to sustain the motivation Chicano students bring to college. To insure effectiveness Chicano Studies must have active student involvement and input to decisions concerning hiring of faculty, design and evaluation of courses and departmental policy.[29,30]

Chicano Studies must have a special Mexican and Chicano heritage curricula, including course material on Mexican-Indian culture, the Spanish colonization of the Southwest, Mexican history and heroes, and Chicano history and heroes. All students, including non-chicanos, benefit from eradication of stereotypes and myths about chicanos too long perpetuated in American educational institutions.

Chicano Studies should include an innovative teaching style uniquely suited to Chicano students, including increased emphasis on achievement for the family and a group loyalty perspective, more personalization of course material, and a more informal classroom structure. The importance of chicanos as faculty members in Chicano Studies classes cannot be over-

emphasized. A non-chicano faculty member at Rio Hondo College put it thusly:

> "To sit in Mexican Culture class and see not one brown face among the three instructors is to receive an ambiguous message: the formal message is that the Mexican Culture is rich and vast and more than worthy of serious study, yet at the same time the implied message is that there is no Chicano intelligent enough or knowledgeable enough to teach the course."[31]

Chicano Studies should be funded from the college normal operating budget and not compelled to spend valuable time and energy seeking special grant funds to operate the department. Chicano Studies faculty should be free to concentrate attention on the students in the classroom and not on grantsmanship competition for survival.

In summary, the need for Chicano Studies at Rio Hondo College is based on recognition of the inherent cultural needs of its students. This entails bringing about clarity and resolving ambiguities concerning the basic philosophy of Chicano Studies and the role of the faculty, students and community, and specifically in the area of advantages to other departments on campus. Other departments will benefit directly from increased Chicano student enrollment. A common correlate in colleges and universities offering a Chicano Studies major is the formation of groups such as Chicanos for Creative Medicine, Chicano Psychology Majors, Chicano Social Work Majors(Trabajadores Por La Raza), and Chicano Business Students Association. Chicanos organize around different majors and recruit other chicanos for that particular department and career option. Chicano students should not be stereotyped as all Chicano Studies majors although most will enroll in some Chicano

Studies classes. Over 95% of all EOP enrollees in the California State University and Colleges are non-ethnic studies majors and the percentage of EOP ethnic studies majors is expected to decline even though EOP recruits mainly minority students.[32]

Chicano Studies programs at Rio Hondo College may be accomplished through some organizational restructuring and the implementation of specific recommendations contained in this report.

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ASSESSMENT OF CURRENT CURRICULA RELATED TO CHICANO STUDIES

OBJECTIVE

A basic objective of this assignment is to assess present and future offerings in the area of Chicano Studies at Rio Hondo College.

TECHNIQUE

The approach used for this assignment was to write a memorandum to the academic department chairmen requesting a brief description of their curricula which includes material on the role of minorities in America. Reference was made in the memorandum to the in-process review of Chicano Studies at Rio Hondo College. The department chairmen submitted their reports indicating courses or topics within courses which relate to Chicano Studies. Also included in each response are courses in the formulative or planning stages which will include material on the role of minority groups in American culture, with particular reference to chicanos.

RESULTS

The complete results of the survey by department are included in the appendix under Current and Planned Offerings Related To Chicano Studies. Those results are summarized in the following paragraphs.

The Administration of Justice Department lists seven courses related to Chicano Studies. These courses do not concentrate on Chicano cultural characteristics but instead make reference to chicanos as part of the minority groups with which the criminal justice system comes in contact. The Communications Department offers five courses in remedial English, reading, study methods, and vocabulary, with particular provision for the needs of bilingual students. The

Fine Arts Department offers six courses in Mexican and Latin American art, music, theatre arts and culture, including independent study opportunities. The Humanities Department offers a course on Mexican culture and five courses in Spanish, including Conversational Spanish. Folk dances of Latin Countries is offered by the Physical Education Department. The Social Science Department offers five courses concerned with chicanos as one of several minority groups studied. Four additional courses in the Social Science Department relate directly to chicanos in the area of Mexican history and culture, contemporary society, and study of Chicano barrios.

Several courses related to chicanos are in the planning stage by some of the academic departments. Such courses planned for future offerings include a course in the Biology Department which will examine anthropological, racial and biological variations and similarities of man. The Fine Arts Department is planning an introductory course in Chicano art and a course on ethnic theatre. The Humanities Department is planning a new program in Hispanic Studies as part of its course offerings. Hispanic Studies is intended for majors in all concentrations in which a broad knowledge of the customs, culture and literature of Spanish-speaking society is desirable. The plans for Hispanic Studies include involving the Spanish-speaking community with courses offered in community centers. The Social Sciences Department is planning additional courses in Chicano culture, Chicano literature, theatre, arts, politics, higher education, economic and political power, Mexican literature, music and folk dance.

Normally, at least two Rio Hondo College courses related to chicanos, such as Introduction to Mexican Culture and History of Minorities in America, are offered as off-campus

classes.

CONCLUSIONS

Rio Hondo College is attempting a scattered, uncoordinated Chicano Studies program. Some individual academic departments are introducing special units on chicanos within more traditional courses and a few new courses with special emphasis on chicanos are offered under the heading "Ethnic Studies." Particularly noteworthy is the highly ambitious planning by some departments for Chicano Studies courses. However, current and planned courses in Chicano Studies reflect an unsynchronized scrambled evolvement. This unsystematic approach leads to a wide dispersion of responsibility among several departments so that not one department is held responsible for the quality and direction of Chicano Studies. If Chicano Studies belongs to all departments, it belongs to no department. For this reason, overlapping and duplication is found in course offerings. There is a clear need for emphasis in coordination and direction for the commencement of a viable Chicano Studies program

RECOMMENDATIONS

1. A concerted effort should be made to coordinate the disjointed growth of Chicano Studies into a systematic approach with clearly defined goals and objectives. A more specific recommendation for the organization of Chicano Studies is offered in the section on Emphasis and Direction.

2. A program in Chicano Studies should be designated to consist of six courses of three units each and a two-unit course for credit/no credit, for a total of 20 units available for a major. Sample course outlines for guidance are included in the appendix. Curricula in Chicano Studies vary from college to college with notable differences which

preclude a generalization about ideal course content. Changing approaches and emerging subject areas also make it difficult to generalize. Simply transposing a set of courses from a different college to Rio Hondo College could result in an inappropriate Chicano Studies for this specific college. With that qualification in mind, the following recommended course program in Chicano Studies is offered as a guide only and not as the standard.

A. Chicano Studies 1: Introduction To Chicano Studies should include a discussion of learning styles Chicanos bring to the college and learning how to apply those learning techniques, academic and research skills. A major emphasis of the course should be to reinforce reading, writing, research and study skills of Chicano students while also reinforcing cultural identity. This should be a credit/no credit course for two units.

B. Chicano Studies 2: Contemporary Politics and The Chicano Community should study internal barrio politics and external pressures to manipulate that system. Special focus should be given to the politics of the Southwest United States with emphasis on the contributions of Chicanos. This should be a three-unit course.

C. Chicano Studies 3: Introduction to Chicano Culture should study the development of Chicano culture from pre-Columbian Mexico to the present barrio culture. This should be a three-unit course.

D. Chicano Studies 4: Bilingualism, Biculturalism in the Southwest should study significant differences inherent in American-English and Mexican-Spanish cultural communication systems, both verbal and non-verbal with particular emphasis on understanding barriers to inter-

cultural communication. This course should teach the personal, social, and academic advantages of bilingualism and biculturalism. This should be a three-unit course.

E. Chicano Studies 5: Chicano Economic Issues should study the existing and potential economic and political power of the Chicano in contemporary society. Special emphasis should be given to understanding the economic system, the present economic status of the barrios, and the economic potential of the Chicano community. This should be a three-unit course.

F. Chicano Studies 6: Field Week In Chicano Studies should offer advanced students an opportunity for field study observation of selected barrios, agencies, institutions, and groups under supervision and after preparatory instruction to acquaint the student with the barrio and research methods. This should be a three-unit course.

G. Chicano Studies 7: The Spanish Language in The Southwest should study Spanish as the language is spoken by chicanos with special consideration of the special English influence on the development of Spanish language skills of the student. This should be a three-unit course.

EMPHASIS AND DIRECTION FOR CHICANO STUDIES

OBJECTIVE

An objective of this assignment is to discuss the direction and emphasis for a Chicano Studies program with selected faculty, students and community spokesmen.

TECHNIQUES

The names of persons selected for this survey were obtained from two lists recommended respectively by Dr. Frank Pearce and Ms. Sylvia Gonzalez Harinck. A third list of nominees was selected by students at a meeting to which all interested students were invited for that special purpose. The names of persons interviewed during the period of this study are listed in the appendix.

All the prospective interviewees were invited to a survey orientation meeting held on March 1, 1973, at Rio Hondo College. Suggestions and comments concerning the survey approach were solicited from those in attendance. A few additional persons to be included in the survey were discussed but there were no changes recommended in the survey approach. A general expression was that the selection of the interviewees represents a good variety of opinion which given balance to the survey.

Each person was separately interviewed concerning central issues of current curricula offerings; suggestions for change and alternatives to bring about change.

A second meeting of all interviewed persons was held at Rio Hondo College on May 15, 1973, to give interviewed participants an opportunity to respond to the rough draft summarizing their expressions. All comments and suggestions were duly considered and reflected in this report.

RESULTS

The selected faculty interviewed considers Chicano Studies

at Rio Hondo College to be inadequate. Specific inadequacies identified included too much stress on exotic Mexican characteristics while minimizing Chicano experiences, a need for faculty in-service training to improve methods of teaching culturally different students, particularly the Chicano student who drops out because of alienation in college and too few culturally relevant courses from which to choose. The administration is described as lukewarm to the development of Chicano Studies. Affirmative action in hiring additional Chicano faculty members is described as slow.

Favored is a separate Chicano Studies Department using an interdisciplinary approach to Chicano Studies. The new department would offer courses designed to compliment other courses offered by other departments. A Chicano Studies major would be required to take courses in other departments to fulfill the major requirements. The primary function of the new department would be to coordinate and develop liason with other departments and provide support services for departmental majors. However, concern is expressed that a separate department would be an easy target for those opposed to ethnic studies programs.

The faculty participants look to the Rio Hondo College Board of Trustees for a public statement on behalf of Chicano Studies. Prior to formal faculty action aroused community awareness and support for Chicano Studies is also expected to materialize. The faculty also awaits a more forthright expression of support for the establishment of Chicano Studies by the students.

Faculty comments included the following: "We need in-service training for faculty to become aware of Chicano students. There is a lot of latent racism the faculty is unaware of but it is clear in operation." "Need emphasis on learning this particular community." "There is no

guarantee Chicano Studies will ever be implemented." "Students identify themselves as Mexican Americans." "Two-thirds of my Chicano students have difficulty with text-book material." "There is no real honest desire to do something by the administration and Board." "It's incomprehensible there is no Chicano Studies Department on campus." "The faculty is generally stand-offish and does not play much of a role in assisting Chicano students." "Chicanos want to learn more than others but because of poor English, they fail."

"Weak" is the word used most often by interviewed students to describe Chicano Studies courses at Rio Hondo College. Those courses are characterized as lacking the Chicano feeling and atmosphere conducive to enhanced cultural awareness, self-identity and motivation for chicanos. The interviewed students tell of traditional methods of instruction used by well-intentioned Chicano Studies faculty which diminish the learning potential of Chicano students. Course titles are viewed by those students as deceptions to lure interested students to classes which in reality are not much different than other college classes. At the base of these course weaknesses, according to the students, is the powerlessness felt by students over Chicano Studies faculty and course content. The students feel that a faculty at least partially accountable to the students would be more sensitive to student needs.

Another matter of importance to the interviewed students is an apparent evolvement of different spheres of influence among chicanos currently associated with Rio Hondo College. The students feel that all those distinct Chicano influences should be involved in all planning for educational programs affecting chicanos.

The interviewed students favor a separate Chicano Studies Department independent of all other departments on campus

with a new faculty. Student involvement and input in all policy matter affecting the department is also anticipated. A common frustration related by the students is that some of their high school friends will not enroll at Rio Hondo College because there is little to offer them in curricula. Thus, a Chicano Studies Department is seen by the students as a recruitment facilitator to attract new students and faculty. The sampled students plan to organize community efforts for a Chicano Studies Department by establishing a coordinating committee of students, faculty and community residents for that purpose.

Student comment samples are: "We have a weak curriculum and weak teachers." "There is no student input in how or what is taught. The student's word is totally invalid." "There is room for creativity but the faculty is not capable of handling content in courses." "Class titles are neat but when you go to class it is different." "Chicano Studies teachers do not really push for anything new, do not help students in the movement, students are on their own."

Community activists participating in this survey generally describe Chicano Studies at Rio Hondo College as non-visible. Chicano Studies departments at California State University at Los Angeles, Long Beach and Fullerton, along with Whittier College and Cerritos College were described as much more visible through contacts with area agencies. However, Proyecto Adelante/EOP is described as providing an important link to community activists in this area.

The sampled community leaders favor a Chicano Studies Department with its own faculty and courses. The community spokesmen anticipate an increased enrollment of Chicano students at Rio Hondo College even though overall student enroolment is decreasing at the college. That strengthening

vocational technological training should not be the only alternative for Chicano students was emphasized. Marketable skills were deemed important and the interviewees also declared self-enrichment, cultural awareness and intellectual growth to be of equal importance. Bilingual education as a course offering and as a method of instruction was also suggested. Some college community functions, such as drama presentations and art festivals, are recognized as important community events but nonetheless of little relevance to the Spanish-speaking community. The hiring of additional Chicano faculty members is also described as a desirable goal.

The community spokesmen favor establishing a coalition of community groups to plan a series of lectures in the community to arouse support for a Chicano Studies Department. The Rio Hondo College Board of Trustees would then be requested to approve the new department. The need for educational change is tempered by a suggested "go slow" approach to a Chicano Studies Department. That expression of moderation is explained as a concern for possible tension at Rio Hondo College which may result from too rapid an implementation of the new department.

A sample of comments by the community activists is: "EOP is visible, but not Chicano Studies." "I do not know what is going on in the campus." "Chicano Studies is not visible in the community." "A heavy Chicano faculty would create too much tension for the community." "I haven't heard much about Rio Hondo College." "Students should have full say in what they want." "You must gear programs to Chicano students who need cultural identity but they do not have it."

CONCLUSIONS

While the faculty favors a change in educational strategies for chicanos, they look to other influences, such as administration, students or community, for actual political

pressures (which may never come) to bring about that change. This is not to say that the faculty representatives are unwilling nor ready for change but rather that a social movement for a Chicano Studies department is awaited independently originating outside the faculty. The willingness to change is evidenced by modifications in current curricula and ambitious planning for future offerings. Nonetheless, the faculty participants do not perceive their role as leading initiators for Chicano Studies. Perhaps they look for chicanos to speak for themselves.

The interdisciplinary approach favored by the faculty spokesmen shows caution, possible ambivilence and perhaps a need for understanding the philosophy basic to Chicano Studies. The suggestion of the interviewed faculty for an interdepartmental approach to Chicano Studies would make this department the only one treated differently at Rio Hondo College. Underlying that view may be a consideration of Chicano Studies as an inferior education not worthy of departmental status.

A protectionist attitude toward current courses offered in a department is unwarrented. The shielding approach toward the more traditional disciplines is based on a misconception about Chicano Studies. Experience has shown tha while Chicano Studies may be an effective recruiting agent and while most chicanos will enroll in some Chicano Studies classes, most chicanos will major in the more traditional disciplines. For example, out of 3000 chicano students at California State University at Los Angeles, less than 200 are Chicano Studies majors. Thus, Chicano Studies is a supportive influence for other departments facing possible loss of enrollment. Chicano Studies is not a threat, and it can be a tremendous asset to other departments.

The interviewed students on campus feel much frustration

and alienation in their quest for a more meaningful education. Especially distubing to them seems to be a realization of powerlessness over their education. They seem resentful of what they describe as a one-sided communications process from the faculty to the students. The students also expressed general disappointment in not seeing faculty members involved in activities centered around their neighborhood interests. The students expressed disenchantment at the absence of faculty as leadership models in the local communities.

The community representatives are generally unacquainted with Rio Hondo College programs for chicanos except for some exiguous contact with Proyecto Adelante/EOP. However, interest and support for Chicano Studies is evident in community spokesmen willingness to initiate an organizational effort, albeit a moderate one, to obtain a Chicano Studies Department at Rio Hondo College.

RECOMMENDATIONS

1. A Chicano Studies Department should be established at Rio Hondo College with its own faculty and courses. The development of the new department should proceed along a two-phase plan to allow for the prudence felt necessary by the faculty and community activists interviewed. This two-phase recommendation includes the immediate establishment of a Chicano Studies Center leading to the eventual reality of a Chicano Studies Department.

A. Phase One

A Chicano Studies Center should be established as the focal point for the teaching of Chicano Studies. Faculty members from existing departments, as well as new faculty members specifically recruited for this Center, should compose the Center teaching staff. The Center should have a Chairman who would report to the Vice-President for Academic

Affairs. The Chicano Studies Center should coordinate a group of courses leading to completion of a major in Chicano Studies. Fiscal considerations should be developed by the college at the earliest date possible along with a tentative budget. A sufficient variety of resources to initiate the Chicano Studies Center are presently available at Rio Hondo College. The library, as an example, contains an adequate collection of works in the field of Chicano Studies. Proyecto Adelante/EOP has a good beginning of useful films specifically related to chicanos. Rio Hondo College offers excellent teaching facilities. A faculty willing to experiment and to test innovative ideas represents a valuable resource.

A Chicano Studies Center Advisory Committee should be established to consist of faculty, students and interested community representatives on a balanced ratio. The Center Advisory Committee should immediately review those courses currently offered by various departments which lend themselves to a Chicano Studies emphasis with slight modification. Several courses currently offered seem convertable to Chicano Studies courses but which specific course could realistically be so converted remains to be decided. The Center Advisory Committee should decide <u>which</u> and <u>how</u> current course offerings could be converted to Chicano Studies courses. The Center Advisory Committee should also address its attention to identifying faculty members and department chairmen most willing to modify current course offerings. A logical assumption is that there are instructors currently teaching on this campus that can provide the kind of emphasis desired. Current faculty members willing and ready to teach Chicano Studies classes may nonetheless require additional preparation, study and personal experience in the field of Chicano Studies. Having limited experience or background of this kind, they could, perhaps, be at a disadvantage as to conceptual approach and substantive course content. Thus Chicano expertise from

the local community could be invited to participate as class guest lecturers or consultants to provide students with more up-to-date developments, research and an alternative conceptual framework. The final result would be that current faculty members could teach a converted course with a Chicano Studies emphasis. Suggestions for Chicano Studies faculty should be fairly well formulated as soon as possible. Current faculty members and students should be able to compare learning experiences to form clear guidelines about the caliber of faculty Rio Hondo College schould recruit for Chicano Studies. The Center Advisory Committee should be in a good position to evaluate the dedication, professional competence and other vital requirements for Chicano Studies faculty. The Center Advisory Committee should initiate a minimum of seven courses as outlined in the Assessment of Current Curricula secion of this report.

B. Phase Two

A Chicano Studies Department should be established after the faculty and community have gained experience with the Chicano Studies Center sufficient to evaluate and support departmental status for Chicano Studies. To delay the establishment of a Chicano Studies department for too long implants a view of Chicano Studies as an inferior discipline unworthy of equal treatment with other more traditional disciplines.

2. A public committment and support for Chicano Studies should be made by the Rio Hondo College Borad of Trustees, along with a time schedule for the implementation of a Chicano Studies Center at Rio Hondo College.

3. The affirmative action program at Rio Hondo College should be completed to insure ample opportunity for Chicanos, parti-

cularly women, for faculty and administrative positions consistent with educational integrity.

4. Faculty should be provided with ample opportunity to attend in-service training programs designed to acquaint and sensitize them about the philosophy, approach and uniqueness of Chicano Studies and on methods and strategies for teaching the culturally different chicano student.

5. A special study should be undertaken to determine the Chicano experience at Rio Hondo College including grades earned, dropout rate and reasons, support services, and follow-through research.

ASSESSMENT OF LIBRARY OFFERINGS FOR CHICANO STUDIES

OBJECTIVE

The objective of this assignment is to determine to what extent Rio Hondo College library materials are sufficient to support a Chicano Studies program.

TECHNIQUE

The objective of this assignment was discussed with the Librarian for Rio Hondo College who made available a bibliography entitled "Mexican American" prepared by the library on January 1973 with an addendum of March 1973 listing library materials related to Mexican Americans. This bibliography is reviewed with recommendations.

RESULTS AND CONCLUSIONS

Present library holdings at Rio Hondo College relating to chicanos seem adequate to initiate an incipient academic pursuit of Chicano Studies. The present holdings offer a generalist approach and philosophy on Mexico, Mexicans and chicanos. Some of the books available in the library are good, some are outdated. Some of the books will be more useful later when students are provided with the necessary bibliographic and research expertise that will permit maximum utilization of more advanced holdings.

The bilingual aspect so vital to Chicano Studies appears to be omitted from the library holdings. The current holdings consist of books written in English only although some of them are translations of books originally written in Spanish. Primary and secondary sources written in Spanish require more attention in future acquisitions.

Some subject areas in historical, anthropological and literary offerings are represented with a work or two that are important but nevertheless these areas should be compli-

mented by other acquisitions to offer a wider range on the subjects. There are many important omissions in the offerings of books written about chicanos, particularly of publications made available within the last two years. Other library books on chicanos, as with most subjects, have been superceded in importance by more recent developments in Chicano philosophies, political and social positions, and educational alternatives sometimes omitted in present library materials.

RECOMMENDATIONS

The consultation of Chicano scholars should be sought prior to the expenditure of library funds for Chicano Studies for better utilization of acquisition monies. A detailed analysis of Chicano-related holdings should be done by subject, theme and sciences represented, prior to the purchase of additional Chicano material. Future acquisitions should include works in Spanish as a top priority for more breadth, including primary and secondary sources. More attention should also be given to Chicano newspapers and magazines, particularly because this material is of an ephemeral nature and will be of great value to future researchers as primary sources in Chicano Studies.

A bibliography on bibliographies is included in the appendix as a guide to augment current library holdings.

APPENDIX

CURRENT AND PLANNED OFFERINGS RELATED TO CHICANO STUDIES

1. ADMINISTRATION OF JUSTICE

A. Current Offerings:

A.J. 1: Introduction to Administration of Justice explores the role of the criminal justice system in today's society with an emphasis on the impact of the system on all phases of society. These phases necessarily include the role of the criminal justice system in dealing with minority groups which includes basic examinations of the life styles and goals of minority group members and how these life styles effect the efficacy of the criminal justice system.

A.J. 2: Administration of Justice Procedures examines the role of the prosecutor and the courts within the criminal justice system. This examination includes such items as bail and bail reform and the right of indigents to have attorneys appointed for them in the Judicial process. This examination is timely inasmuch as it directly affects a large segment of minority and indigent persons within our society who come in contact with the criminal justice system. Recent court decisions have changed this component of the system which has had direct effects on minority group persons coming within the justice system.

A.J. 5: Police Community Relations is obviously concerned with the role of the police in establishing and maintaining better relationships with the public they serve, which directly effects minority group citizens, as the police serve all segments of the population. This course explores the police relationship with

Blacks, Chicanos, Orientals, American Indians and other minority groups and develops insight and understanding of the different life-styles of these groups to allow the police to function more effectively within our society.

A.J. 7: Juvenile Procedures explores the total concept of Juvenile crime and methods utilized within the criminal justice system to reduce and eliminate juvenile crime. This examination obviously requires an in-depth study of the role of the family, school, social institutions and society in attempting to understand and reduce the problem of Juvenile Delinquency. The in-depth study of the family and others mentioned requires the examination of minorities and their special problems which influence and require compensating adjustments in the Juvenile criminal justice system.

A.J. 25: Introduction to Probation and Parole examines the role of Probation and Parole in transforming the law breaker into a law-abiding citizen. This course content also includes the same in-depth examinations of minorities so that a proper understanding can be developed which can be utilized to create the atmosphere necessaryto insure maximum rehabilitative effect. Many of these social adjustment problems are unique and therefore require special emphasis on minority problems.

A.J. 27: Criminology examines and analyzes the scientific approach as to why certain persons commit crime. A segment of the course is concerned with the special pressures exerted on minority group members which can lead to anti-social behavior.

A.J. 35: Conflict Resolution examines areas of conflict and friction which arise between members of the criminal justice system and persons exhibiting antisocial behavior, and methods and techniques which can be utilized to lessen or eliminate these conflict-producing contacts. Part of the emphasis of the course is directed to relationships with minority group members so that an understanding can be developed which will make for the resolution of problems peculiar to the societal stresses on certain minority groups.

B. Planned Offerings

None

2. BIOLOGY

A. Current Offerings

None

B. Planned Offerings

Biology 13: Biology of Man examines anthropological data, evolution of races, and biological variations and similarities of man.

3. BUSINESS

A. Current Offerings

None

B. Planned Offerings

None

4. COMMUNICATIONS

A. Current Offerings

English 52L: Principles of Good English for bilingual

students is designed to invalue the student from the bilingual, bicultural background in expressing himself adequately in clear, well-structured English while developing and sharing an appreciation for his own native language and culture in the contemporary milieu.

English 53: Fundamental Reading Skills is designed to help individual students read at a college level. Bilingual students receive individual help improving reading level in English by using the skills they have learned in their native language.

English 54: Effective Study Methods is designed to help students make more effective use of their study time. Bicultural students are shown how to survive in the system.

English 66: Basic Vocabulary is designed to enrich the English vocabulary of bilingual, bicultural students so they become more confident and secure within the system.

English 75: English As A Second Language is designed to make students more secure with written and spoken English without loss of their native language.

B. Planned Offerings
None

5. ENGINEERING/MATHEMATICS

A. Current Offerings
None

B. Planned Offerings
None

6. FINE ARTS

A. Current Offerings:

Art 3: Latin American Art History is a survey course of the art of Latin America, consisting of an examination of its roots and its influences, through the study of the monuments of architecture, sculpture, painting and other artifacts of antiquity as well as more contemporary remains.

Art 51: Dialogues in Mexican Art studies developmnts in the visual art forms of Mexico during the Pre-Columbian Colonial and Modern periods. Lectures are illustrated with slides, prints and other audio-visual aids. Attendance at art exhibits is suggested.

Fine Arts 12: Introduction to Mexican Culture is designed to introduce students to the culture and history of Mexico. The history, society, art, music and literature of Mexico is explored from pre-Cortesian times through the colonial independence and revolutionary periods, and into modern times.

Art 100: Independent Study in Art is an opportunity for students to study Chicano and Mexican art on an independent basis after available foundation courses are taken.

Music 100: Independent Study in Music is an opportunity for students to study Chicano and Mexican music on an independent basis after available foundation courses are taken.

Theatre Arts 100: Independent Study in Theatre Arts is an opportunity to study Chicano and Mexican theatre arts on an independent basis after available foundation courses are taken.

B. Planned Offerings

Introduction to Chicano Art History: An introduction to the art of Mexican Americans in the United States with special emphasis on the art found in Southern California.

Ethnic Theatre: A variety of Ethnic Theatre experiments, including Mexican and Chicano theatre.

7. HUMANITIES:

A. Current Offerings

Humanities 12: Introduction to Mexican Culture is designed to introduce students to the culture and history of Mexico. It explores the history, society, art, music and literature of Mexico from pre-Cortesian times through the colonial, independence and revolutionary periods and into modern times.

Spanish 1: Elementary Spanish covers the elements of Spanish grammar as far as the subjunctive. Oral and written exercises, conversation drills, reading and translating are performed.

Spanish 2: Elementary Spanish is a grammar study including a thorough study of the subjunctive and the reading of one Spanish novel, usually by a South American author. Emphasis is placed on conversation in Spanish.

Spanish 3: Intermediate Spanish reviews the fundamentals of Spanish grammar and also more advanced work. One representative Spanish novel is read during the semester. Oral and written practiceis performed.

Spanish 4: Intermediate Spanish is a continuation of Spanish 3 with conversation replacing most of the grammar study. Extensive practice in conversation, comprehension and composition is offered. Readings are required of representative authors of Spanish literature, classical and contemporary. Laboratory drills are held with advanced forms of idiomatic Spanish.

Spanish 20: Spanish Civilization is a survey of Spanish literature with directed reading, composition with grammar review and an outline of history and other cultural materials.

B. Planned Offerings

Spanish For Travelers

Conversational Spanish For Public Service Employees to be designed primarily for nurses, police science majors, psychiatric nursing aides and social services employees.

Introduction to Hispanic Studies will be offered in English with emphasis on literature, customs and culture. A study of Chicano literature will also be offered.

Hispanic Studies: In Search Of A Heritage, An Introduction to the Backgrounds of Spanish-speaking People will be a seminar discussion group offered to add depth and breadth to the Spanish-speaking student's knowledge of the thought and values inherent in the traditions derived from Spain, Mexico, Central and South America, which are still operative in the culture. Basic background readings will be discussed. Literature, mythology, films, recordings and art will be used to provide a sense of each stage in the development of Hispanic culture.

Hispanic Studies: The Voices of Hispanic Peoples will be divided into specific geographical areas: Mexico, South America and Spain.

Hispanic Studies: Mythology of Spanish America will examine the folklore of Mexico and South America which cerives from the ancient cultures such as the Mayan or Aztec civilizations to point out motifs which are notable in Spanish culture even today.

Hispanic Studies: Image and Self-Image of the Spanish-

speaker will be designed for the student with a low reading ability in English. The course will mainly use the various media to show the Spanish-speaker as he is discussed, shown, evaluated by TV, radio, commercial movies of various countries, documentaries, news broadcasts, and recordings.

8. OCCUPATIONAL EDUCATION

A. Current offerings

None

B. Planned offerings

None

9. PHYSICAL EDUCATION

A. Current offerings

Folk Dances of Latin Countries

B. Planned offerings

None

10. PHYSICAL SCIENCES

A. Current offerings

None

B. Planned offerings

None

11. SOCIAL SCIENCES

A. Current offerings

Social Science 12: Introduction to Mexican Culture is designed to introduct students to the culture and history of Mexico. The course will explore the history, society, art, music and literature of Mexico from pre-Cortesian times through the colonial, independence and

revolutionary periods and into modern times.

Social Science 13: The Mexican-American In Contemporary Society is designed to provide students with information relating to the social, cultural, economic, and political contributions of the Mexican-American to American society. Special attention will be given to the present day problems and developments relating to the Mexican-American.

Social Science 14: Field Work In Barrio Studies provides students with direct insights into the barrio by means of lectures and supervised field study observation of selected barrios. Students, when qualified to the satisfaction of the instructor, will also be provided with opportunities during the course to perform specific tasks for, and under the guidance of, one or more of the public or private institutions and agencies operating in the barrio.

Social Science 40: Issues in the Social Sciences is concerned with political, economic, and social problems that formally are treated as belonging to the social scientist and should be the concern of those existing in present-day society.

History 11: History of Mexico provides a general history of Mexico from the earliest times to the present.

History 20AB: History of Minorities in America is designed to meet general education requirements. The course is a survey of the role of selected minorities in the historical development of the United States from the earliest times to the present with an emphasis on the twentieth century. The historical and cultural contributions of Chicanos is examined along with that of the Puerto Ricans, women, immigrants from Europe

and Asia, and religious and other ethnic or social minorities.

History 39: History of California examines the history of California from Indian times to the present, including the geographic setting and the political, economic and social developments.

Sociology 1B: Major Social Problems surveys and analyzes major social problems of contemporary American society, theories of value conflict, social change and its consequences on human behavior.

B. Planned Offerings

Social Science 15: Introduction to Chicano Culture

History 23: The Chicano In Political and Social History of the United States.

---------- Introduction To Chicano Literature

---------- Introduction To Chicano Theatre

---------- Introduction To Chicano and The Arts

---------- Chicano and Contemporary Politics

---------- Introduction to Higher Education (Communications Skills For The Chicano)

---------- Economic and Political Power of Chicanos

---------- Mexican Literature in Translation

---------- Music of Mexico

---------- Folk Dance of Mexico.

CHICANO STUDIES 1

I. Course Number, Title and Units

Chicano Studies 1 - Introduction to Chicano Studies (2)

II. Prerequisites and Catalog Description

A. Prerequisites: None

B. Catalog Description: Discussion of learning techniques, academic skills and the role of the Mexican American in contemporary society. Course primarily designed to familiarize Mexican American Educational Opportunity Program Students with the academic community.
Grade: credit/no credit

III. Expanded Description of Content

A. Examination of the socio-economic position of the Mexican American
   1. Analysis of economic conditions in barrios
   2. Analysis of social problems and the position of the Mexican American in the majority society.

B. Review of the historical background of the Mexican American
   1. The Indian past and Mexico
   2. The Mexican in the United States
   3. Roots of Mexican American culture

C. Analysis of higher education
   1. Bases for learning
   2. College community relationship
      a. The role of the college in the urban community
      b. The role of the college in the barrio

D. Processes within the college structure affecting social change
   1. Analysis of relationship of minority groups to course offerings
   2. Problems of understanding and invluencing minority groups in college life
      a. The role of faculty
      b. The role of minority students
      c. The role of student body organization
      d. The role of community groups
      e. The role of the family

E. Learning skills
   1. Use of one's background as a springboard to learning
   2. Development of concept of self
   3. Development of skills
      a. Study skills
      b. Use of library
      c. Reading and writing skills

4. Use of college facilities
   a. Tutors
   b. Counseling and advisement
   c. Financial aid

IV. Justification

A. Objectives

1. To acquaint Mexican American Educational Opportunity Program students with approaches to higher education.
2. To prepare students with economic and sociological difficulties in the use of learning skills necessary for the successful engagement of academic work.
3. To enlarge the incoming EOP student's perspective regarding the role of the college in society.

B. Appropriatness

1. The necessity of equipping incoming EOP students with skills necessary for academic survival renders this course desirable
2. Other institutions offer similar courses
   a. San Francisco State College - English 101 and a tutoring project sponsored by EOP
   b. UCLA - High Potential Program offers incoming Mexican American students special remedial courses.
   c. Cal-State Los Angeles

CHICANO STUDIES 2

I. Course Number, Title and Units of Course

Chicano Studies 2

Contemporary Politics and The Chicano Community (3)

II. Prerequisites and Catalog Description

a. Prerequisites: None

b. Catalog Description: Internal barrio politics and external efforts to manipulate that system, with focus on the Chicano community.

III. Expanded Description of Content

A. Exposition of prevalent modes of political behavior of the Mexican American ethnic group in contemporary society.

B. Methodoloty will include lectures, discussion, examinations and term papers

C. Topical Outline

1. Socio-economic conditions of selected areas in which Mexican Americans reside.
   a. Demographic characteristics
   b. Regional and historical differentiation
   c. Myths, stereotypes and assumptions
   d. Problems for the political scientist.
2. Cultural Factors and Political Behavior
   a. Majoritarian ideologies and minority group ideologies
   b. Roman Catholic vis a vis Protestant Churches
   c. The extended family and group-mindedness
   d. Plantation notions of class and hacienda assumptions of inferiority
3. Contact With the American Political System
   a. Non-existence and/or failure of established political activities; e.g., political "machines"
   b. Prototypical Mexican American Organizations; e.g., Chavez Empire in New Mexico and bloc voting
   c. Populists, Democrats, Republicans, and third party groups.
4. Contemporary Conditions of Political Contact: Urban and Rural
   a. The Back of the Yards Movement
   b. Alianza de las Mercedes

c. United Farm Workers
d. Crusade for Justice
e. La Raza Unida
f. Student Groups

IV. Justification

A. Objectives

1. To provide a beginning point for the study of the political conditions of contact between the Mexican American people and the larger society.
2. To show with some attention to case examples, the special political character of the Southwest.

B. Appropriatness

1. This new course offering is an essential part of the overall Chicano Studies Program.
2. This course meets the increasing demand and necessity for knowledge about the political relationships of Southwestern chicanos.
3. It will provide a general survey leading to more specialized courses.

C. Use

1. This course will be one of the core requirements in the Chicano Studies major.
2. Students in general should find this course deeply interesting and highly informative.

CHICANO STUDIES 3

I. Course Number, Title, and Units of Course

Chicano Studies 3
Introduction to Chicano Culture (3)

II. Prerequisites and Catalog Description

A. Prerequisites: None

B. Catalog Description: An Introductory course examining the development of Chicano culture from Pre-Columbian Mexico to the present barrio culture.

III. Expanded Description of Content

A. Topical Outline

1. Survey of Pre-Columbian civilization: values, traditions and history
   a. Olmecas - early classic gulf coast culture
   b. Teotihuacanos - classic culture in valley of Mexico
   c. Toltecas - late classic precursors of Aztecs in valley of Mexico
   d. Mexicas - high point of militaristic culture in valley of Mexico
   e. Zapotecas - high culture of southern Mexico centered in Montealban
   f. Mixtecas - contemporary culture of the Zapotecas
   g. Mayas - one of three greatest cultures of the Americas
2. The Spanish Conquest
   a. The mingling of Spanish and Indian cultures
   b. Miscegenation - the creation of the Mestizo
   c. Syncretic religion - the Spanish and Indian religious combining to form a new set of religious beliefs
   d. The movement of Spanish conquistadores into the Southwestern United States
3. The Spanish Conquest
   a. The history of the colonizations of Northern Mexico
   b. The development of distinctive northern and southern life styles
   c. The preservation of Spanish and English folklore in the North American settlements
   d. Fostering of folk art in Mexico
   e. Religious institutions as bases for education in the colonies.

4. Independence

a. Discontent between Mexico-born Spaniards with peninsular power fosters desire for independence
b. Father Hidalgo organizes Indians for rebellion
c. Morelos organizes peasants to rebel
d. Guerrero - Indian guerrila chief of the South

B. The birth of a republic
   a. The caudillo period
      1) Santa Anna
      2) Texas rebellion
   b. The Mexican American War
      1) The Treaty of Guadalupe Hidalgo
      2) Mexican culture in the North
         a) Socio-economic organization of the colonies
         b) Similarities and differences with the Mexican culture in the Southwestern United States
            (a) Texanos
            (b) Nuevo Mexicanos
            (c) Californios
         c) Post 1848 period and the establishment of Mexican American culture
   c. The reform in Mexico
      1) The struggle for control
         a) Benito Juarez
         b) Others
      2) French intervention
         a) Maximiliano
         b) Carlota
   d. Porfiriato and its concomitants
      1) From Malinchismo to Nacionalismo
      2) Immigration of the Mexican to the North
         a) His cultural background
            (1) Geographical origins
            (2) Customs and traditions
         b) Motivation for immigrating
         c) Income and area of settlement
      3) Socio-economic status of the Mexican in the Anglo setting
         a) Traditional way of life in an urban environment
         b) Transition of custom and culture
      4) The culture of the barrios
         a) Formal organization in the barrio
            (1) Family
            (2) Church
            (3) Public agencies
            (4) Private agencies
            (5) Political organization
         b) Life styles of the Mexican American
            (1) Middle income groups
            (2) Lower income groups

CHICANO STUDIES 4

I. Course Number, Title and Units

Chicano Studies 4

Bilingualism, Biculturalism In The Southwest (3)

II. Prerequisites and Catalog Description

A. Prerequisites: None

B. Catalog Description: The potential problems and advantages of bilingualism and biculturalism in the interest of more effective social and academic performance.

III. Expanded Description of Content

A. An assessment of significant differences inherent in American-English and Mexican-Spanish communication systems. Major emphasis will be directed to both verbal and non-verbal structural barriers to intercultural communication. Course will consist of extensive demonstration of the unique merits and possibilities for complementarity of the cultural-linguistic systems. This course will serve to instruct the bi-lingual and bi-cultural student as to the personal, social, and academic advantages of bilingualism and biculturalism.

Instruction will emphasize lectures and class discussion of practical implication of the materials covered for more effective inter-cultural communication.

This course will also emphasize lectures, audio-visual aids, and oral readings by the instructor of selected experts from English and Spanish creative and expository literature interspersed with commentary and class discussion.

B. Topical Outline

The Semantic-Linguistic Basis of Inter-cultural communication

1. Study of strategically selected principles of ethnolinguistics and related disciplines
   a. The relationship between language, thought, and culture
   b. General implications for inter-cultural communication
2. Strategically selected principles of psycho-linguistics related to problems of Mexican-Anglo inter-cultural communication
   a. Problem-relevant forms of intended and unintended verbal communications
      1) Volume as communication

2) Forms of address as social communication
3) Levels of formality of language usage as communication
4) Silence as "verbal" communication
5) Rate, pitch, etc.,as communication

b. Relevant forms of intended and unintended non verbal communication
1) Proxemics: the use of social space as communication
2) Kinesics: the use of eye contact, posture, gesture, etc., as communication
3) The use of time (timing) as communication
4) The use of physical objects as communication

3. Strategically selected principles of socio-linguistics related to problems of Mexican-Anglo inter-cultural communication

a. Discussion of the social consequences resulting from unintended verbal and non-verbal communications of the types discussed under 2 a,b

b. Discussion of the social consequences ofunintended verbal and non-verbal communications in the context of inter-cultural communication

c. Remedies: general discussion of attitudes and techniques for improving Mexican American-Anglo American inter-cultural communication with special focus on the problems expressed by students

B. The Positive Utilization of Biculturalism and Bilingualism

1. Culture, language and world view

a. The whorfian and other hypotheses
b. Mexican-Spanish, world view
c. American-English, worldview
d. The linguistic medium as message

2. Something's lost in the translation!

a. Speaking "Anglo-American" in Spanish
b. Speaking "Mexican-Spanish" in English
c. Spanglish and culture marginality

3. Comparison of American-English and Mexican-Spanish Literature
a. Creative literature
1) Poetry
2) Novel and short story
3) Humor

a) aphorisms and refranes
b) jokes
c) graffiti
d) comic books

b. Expository literature
1) The essay
2) Technical writings of the social sciences and philosophy
3) Journalistic writings
4) The political cartoon

4. Miscellaneous Anglo-American and Mexican cultural expressions compared
a. Painting
b. Music
c. Architecture
d. Etc.

5. The unique merits of both cultural-linguistic traditions and the positive utilization of biculturalism and bilingualism
a. Personal applications
b. Social applications
c. Academic applications
d. Artistic applications
e. Etc.

IV. Justification

A. Objectives

1. To provide an academic opportunity for the comparative study of Mexican-Spanish and Anglo-English communication systems for the major purposes of
a. Improving Mexican-American and Anglo-American communications
b. To conclusively establish the inherent advantages of bilingualism and biculturalism
2. To provide the bilingual and bicultural student with some of the knowledge necessary to more effectively serve his community.

B. Appropriateness

1. This course is appropriate for the development of effective intercultural communication skills for the bilingual and bicultural student and for alerting him to the many advantages deriving from both his American and his Mexican heritages.
2. An awareness of the unique form and style of the Mexican-Spanish humanist approach to intellectual and moral problems will serve the Mexican American student as a fundamentally important academic tool.

c. Use

1. This course is intended for the bilingual and bicultural student.
2. Other students who expect to work in a bilingual and/or bicultural climate will find this course most rewarding.

CHICANO STUDIES 5

I. Course Number, Title and Units

Chicano Studies 5

Chicano Economic Issues (3)

II. Prerequisites and Catalog Description

A. Prerequisites: None

B. Catalog Description: An analysis of the existing and potential economicand political power of the Chicano in contemporary society.

III. Expanded Description of Content

A. The existing economic and political influence of the Chicano community will be analyzed and compared to its potential within the present economic system. Brief comparisons will also be made with other economic systems and theories.

B. Topical Outline:
The following topics will be explored by means of lecture, discussion, and field observations followed up by reports. Grades will be based on class participation, assigned research papers and examinations.

1. Understanding the economic system
   a. How our economy evolved
   b. How other economic systems evolved
   c. The direction of capitalism
   d. The direction of other political economics
2. Overview of politics in the Southwestern United States
   a. Ethnic Politics

b. Economic Politics
c. Feasibility and implications of other economic systems for the Mexican American and other ethnics

3. Studying the present economic status of the barrios
   a. Assessing the purchasing power of the Chicano community
   b. Comparing earning to purchasing power of the Chicano community

4. A study of the present political status of the barrios
   a. A look into the barrios' voting power
   b. Present Mexican American politicians
   c. Mexican American politicians as vote getters
   d. Reasons for lack of barrio representation

5. The potential economic and political influence of the Mexican American
   a. The potential economic power of the barrio
      1) Power as consumers
      2) Power as entrepreneurs
      3) Power vis-a-vis collective investments
      4) Power vis-a-vis independent party
   b. The potential political power of the barrio
      1) Power as voters
      2) Power as politicians
      3) Power as lobbyists
      4) Power as campaigners

IV. Justification

A. Objectives:
To provide students with the knowledge needed to understand the present economic and political climate of the barrios. This knowledge will enhance the student's effectiveness in dealing with barrio problems.

B. Appropriateness:
To provide outstanding relevant education that will increase the contribution of the college to understanding and meeting the needs of the Chicano community.

C. Use:
This course should be of interest to all students concerned with the potential impact of the Mexican American in United States politics and economics. Students majoring in Economics or Political Science will find the course interesting, relevant, and of value.

CHICANO STUDIES 6

I. Course Number, Title and Units of Course

Chicano Studies 6

Field Work in Chicano Studies (3)

II. Prerequisites and Catalog Description

A. Prerequisites:

1. Minimum of six (6) units of work in Chicano Studies
2. Full-time staff member as sponsor
3. Recommendation by Department Chairman

B. Catalog Description: A project selected in conference with the sponsor with progress neetings held regularly and final report submitted

III. Expanded Desxription of Content and Method of Evaluation

Research topics will vary according to he interests of the students

Evaluation will consist of:

A. Frequent sponsor-student conferences to determine progress
B. A research paper

IV. Justification

A. Objectives:

1. To develop an awareness in the student of the surrounding community and to bring to him an intimate relationship with it.
2. To enable the student to research an area of his interest and report his findings in a scholarly fashion
3. To aid in development of a backlog of research materials encompassing all dimensions of activity in the surrounding community.

B. Appropriateness:

1. Students are becoming increasingly concerned about minority groups in our society
2. The course provides the vehicle through which meaningful barrio research may be carried on in an academic setting.
3. By virtue of its geographical setting, Rio Hondo College should become a major focal point for barrio research.

C. Use

1. All majors or minors in Chicano Studies
2. Any students preparing to work in any area of human activity in the barrio (e.g., psychology, education, nursing, sociology).

CHICANO STUDIES 7

I. Course Number, Title and Units

Chicano Studies 7

The Spanish Language in the Southwest (3)

II. Prerequisites and Catalog Description

A. Prerequisites: Basic proficiency in Spanish

B. Catalog Description: A study conducted of the origin, development, and present characteristics of the Spanish language as used in the Southwestern United States. Emphasis is on the linguistic contributions of various antecedent and contemporary cultures in this area.

III. Expanded Description of Content

A. A study of the origin, development, and contemporarySpanish language as it is utilized in the Southwestern sections of the United States. The linguistic contributions of various cultures will be studied to illustrate the eclectic qualities of the Spanish language used in this area.

B. Topical Outline

1. Brief overview of the European origins of the Spanish language.
   a. The Indo-European languages: the origin of the Spanish language
   b. Pre-Roman Spain
   c. Roman Spain
   d. Germanic Spain
   e. Arabic Spain
   f. The period of old Spanish
   g. The period of Spanish descendency
   h. The period of the French prestige
   i. The modern period
2. Spanish in the New World
   a. The Mexican period
   b. The fusion of Castilian with the language of the central Mexican plateau
   c. The fusion of Castilian with the language of Southern

Mexico
d. The fusion of Castilian with the language of Northern Mexico
e. The fusion of Spanish with the various languages of Southwestern American Indians
f. Spanish in the U.S. Southwest
   1. The period of "Texas Frontier Spanish"
   2. The origin of "New Mexican Spanish"
   3. The development of California Spanish
g. Language influences from various Mexican immigration sources since 1848

C. This course will consist of lecture, selected readings, written and oral assignments and examinations.

IV. Justification

A. Objectives
   1. To provide students from a Spanish-speaking environment with a scholarly understanding of the origin and development of the Spanish language as utilized in the Southwestern sections of the United States
   2. To provide students a scholarly understanding of the cultural influences and contributions of the many peoples who speak the Spanish language in this area.
   3. To provide undergraduate students of history, sociology, anthropology and language an opportunity to study the complex development of a major language
   4. To capitalize upon the rich Spanish language background of the communities of the southwestern United States.

B. Appropriateness
This course is appropriate for potential elementary and secondary school teachers, social workers, government employees and others who anticipate working largely in any populous Spanish-speaking area
This course will be highly relevant for the Chicano student and thereby assist him to better participation in the total college environment through the enhancement of skills.

C. Use
Education, sociology, history, anthropology, language and other related majors or those who anticipate working in the southwestern sections of the United States will have the opportunity to take this course as an elective.

LIST OF PERSONS INTERVIEWED FOR EMPHASIS AND DIRECTION

FACULTY:

Mr. Raul Cardoza, Counselor
Dr. Blanche DeVore, Social Science Department
Mr. Anthony Garcia, Communications Department
Ms. Marcella Hussein, Fine Arts Department
Mr. Tom Miller, Social Science Department
Ms. Phyllis Pearce, Social Science Department
Dr. Hildegard Platzer, Humanities Department

STUDENTS:

Ms. Albaluz Aguilar
Mr. Louis Baltierra
Mr. Robert Castrellon
Mr. Jimmy Espinosa
Ms. Maria Godoy
Mr. Danny Yanez

COMMUNITY:

Ms. Maria Aguirre, Proyecto Adelante
Mr. Alberto Carrillo, Rio Honda Area Action Council
Ms. Mercedes Diaz, Santa Fe Springs Neighborhood Center
Ms. Helene French, Community Relations Council
Mr. Bob Tafoya, Santa Fe High School
Mr. Dick Torres, Santa Fe High School
Mr. Gus Velasco, Santa Fe Springs Neighborhood Center.

BIBLIOGRAPHY OF SELECTED BIBLIOGRAPHIES RELATED TO CHICANO STUDIES

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